



Teacher training of TECIP project

1.2. - 14.2.2018

“Culture, Policy and Practice of Inclusive Education”

Organizers and lecturers

JAMK University of Applied Sciences
Ms Kaija Peuna-Korpioja and Dr. Maija Hirvonen

Addis Ababa University
Prof. Tirussew Teferra and Dr. Abebe Yehualawork Malle

University of Jyväskylä
Prof. Raija Pirttimaa

and
Federal TVET Institute Ethiopia

Daily timetable

Starting time 9.00

Morning session

9.00- 12.30

Breaks when needed

Lunch break

Afternoon session

14.00-17.00

Breaks when needed

Closing time 17.00

Supported by Official Development Aid from the Ministry for Foreign Affairs of Finland

AIMS of the training of 15 teacher trainers

Output indication 2.3: Trained at least 15 teacher trainers of FTI on inclusion and prepared professional development plans for them. Impact: Equipped higher education TVET teacher training providers on national, regional and local levels with necessary skills and knowledge on inclusive practices in technical and vocational education to support national development efforts towards inclusive education in Ethiopia (From the TECIP project plan).

The training of 18 teacher trainers from FTI comprises three sessions:

1. session: two weeks in February 2018 in Addis Abeba
2. session: one week in the summer 2018 in Addis Abeba
3. session: two weeks in August 2018 in Finland

The training on inclusion for at least 15 teacher trainers in FTI is connected with the ToT-training (Training of 100 TVET teachers, two rounds). Trained FTI teachers will tutor the ToT-training participants in delivering the awareness on inclusion in regional TVET colleges.

Goals for the first two training weeks 1.2 – 14.2.2018: To get familiar with the concept of inclusion and situation in Ethiopia. To elaborate own experiences, skills, knowledge, and future needs. To start discussions how to do research-based developmental work in the TVET teacher training.

First week:

Day	Theme(s)	Lecturers
1.2.	Opening day <ul style="list-style-type: none"> • The state and art of the education of persons with disabilities in Ethiopia • Training process and contents, timetable 	Prof. Tirussew Dr. Maija Dr. Yishak Ms Kaija
2.2.	The concept of inclusion Learning support: students' viewpoint <ul style="list-style-type: none"> • participatory and inclusive methods • emotional learning 	Ms Kaija
3.2.	free	Ms Kaija
4.2.	free	-
5.2.	Learning support: students' viewpoint continues The profile of inclusive teacher <ul style="list-style-type: none"> • cooperative learning 	Ms Kaija
6.2.	Curriculum issues and inclusive education	Dr. Tirussew

7.2.	How to create inclusive teacher education and promote inclusive teaching <ul style="list-style-type: none"> • Summary of the week 	Ms Kaija Prof. Raija
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Second week:

Day	Theme(s)	Lecturers
8.2.	Issues of pedagogy: assessment, the technological and psycho social supports	Prof. Tirussew
9.2.	Situation of inclusion in Ethiopia	Dr. Abebe
10.2.	Research based practices for inclusive education and universal design	Prof. Raija
11.2.	free	-
12.2.	Inclusive policy and practice: Ethiopian perspectives	Dr. Abebe
13.2.	School, education and supports for employment	Prof. Raija
14.2.	Teachers as innovators and developers: hopes, needs and future plans <ul style="list-style-type: none"> • Summary of the week 	Prof. Dr. Raija Dr. Maija

The beginning of the training was very practical. It focused on participatory and inclusive methods. All content and themes were handled by using various methods so that the participants could get own experiences of the methods and learned in practice how to use them. During the first three days, the participants became familiar with each other and learned teamwork, which is an essential part of the inclusive teacher's profile. They prepared short presentations and shared knowledge and experiences. They shared also good inclusive practices they are using in their own work. By cooperative learning, the participants started to develop their own way to be an inclusive teacher and teacher trainer. According to feedback, the most important for the participants were

- to discuss and even argue with colleagues
- to learn participatory and inclusive methods in practice
- to understand dimensions of inclusion (culture, practices, policy)
- to understand difference between integration and inclusion



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S.No	Name	Gender	Department	Remark
1	Selome Fantahun	F	Building Construction	
2	Ambachew Ambele	M	Surveying Technology	
3	Nuru Fujaga	M	Wood Technology	
4	Fikirte Alemayehu	F	Automotive Technology	
5	Eshetu Abera	M	Railway	
6	Tesfaye Welamo	M	Textile Technology	
7	Gedamnesh Getahun	F	Garment Technology	
8	Messay Daniel	M	ICT	
9	Messay Mengistie	M	Electrical	
10	Abate Abebe	M	English Language	
11	Kebera Malla	M	English Language & Humanities	
12	Hintsu G/selase	M	Maths & Basic Sciences	
13	Lilina Abebe	F	Maths & Basic Sciences	
14	Temesgen Tadele	M	Pedagogy	
15	Yalemeshet Mamo	F	Pedagogy	
16	Ashenafi Tesfaye	M	Pedagogy	
17	Tigist Bayleyegn	F	Pedagogy	